PSY 571 Group Therapy: Theories and Practice
Spring 2011
Mondays 5 pm – 8 pm

Instructor:
Eric Welsh, Ph.D., Clinical Psychology, LMFT
Office: 601-946-1606
Email: ericpwelsh@gmail.com
Office Hours: By appointment

Course Description:
This course will provide an understanding of group development, group dynamics, and group counseling theories. [STD 101.03]

Group counseling involves being able to assemble individuals into a working group with common goals and then facilitate, guide, educate, and challenge members (and assisting other members to learn to do the same kinds of things) to achieve both individual and group goals.

The course consists of two major components: (1) didactic instruction on theory and practice [STD 103.01]. (2) Group experience of participating in and leading a group.

Class Objectives:
- To understand principles of group dynamics, including group process components, developmental stage theories, and group members’ roles and behaviors
- To understand key aspects of group leadership styles
- To gain familiarity with some of the major theoretical approaches and practices of group psychotherapy
- To define the approaches used for other types of group work, including task groups, prevention groups, support groups and therapy groups
- To develop competency in the ethical and multicultural issues within group therapy

Texts:


Requirements:
1. **Class attendance/participation:** (A) Leading at least one in-class group session. (B) Preparation for and active participation in class discussions and activities are central to the purpose of this class and are therefore expected. (C) Absences, excessive tardiness, or leaving early will likely result in a lower final grade. Students are responsible for any material missed that week.

   **Assignment:** Students will lead at least one in-class small group wherein students can select topics and lead a role play session. These group activities might involve discussing and dealing with something “quasi-personal,” an imaginary group situation, a theoretical concept, a group therapy article, or others as long as approved by me. Students may also be asked to participate in some experiential group exercises and other role plays throughout the duration of the course. It is important to remember that **students will never be forced to talk in group or share more about themselves than they feel comfortable with or feel ready for.** Preparation involves: checking with me about your idea for the group exercise and coming prepared to lead your group in class. Organization and preparedness are a substantial part of your grade on this assignment.

   [COMP 1.1.2, 1.1.4, 1.2.1, 1.3.7, 1.3.9, 2.2.1, 2.3.8, 2.4.2, 3.3.2, 3.4.1, 4.2.1, 4.2.2, 4.3.2, 4.3.3, 4.3.4, 4.3.6, 4.3.7, 4.4.1, 4.4.2, 4.4.3, 4.5.1, 4.5.2, 6.3.4]

2. **Completion of assigned readings, take home quizzes.**

   [COMP 1.1.2, 1.1.4, 1.2.1, 1.3.7, 1.3.9, 2.2.1, 2.3.8, 2.4.2, 3.3.2, 3.4.1, 4.1.1, 4.2.1, 4.2.2, 4.3.2, 4.3.3, 4.3.4, 4.3.6, 4.3.7, 4.4.1, 4.4.3, 4.5.1, 4.5.2, 6.3.4]
3. **Group Summaries and Journal of Classroom Learning and Experiences** –

**a.** Students will be expected to keep a weekly written journal wherein they reflect upon their observations, experiences, and learning from each class session (i.e., what impacted me the most and in what way?). This log will be submitted by email (via attachment) at the middle and end of the semester. It is expected that students will write at least one page per week (double spaced) in their journal; however they are not limited to this. No credit will be given if journals are turned in late. Students are reminded to date each class period and put their name on the front page of their journal. Students should be specific with regard to the class activities, experiences or material discussed to which they are referring, as well as their reactions to people and events in the class, etc. [COMP 1.1.2, 1.1.4, 1.2.1, 2.4.2, 4.2.1, 4.2.2, 4.3.3, 4.4.1, 4.4.3, 4.4.6, 6.3.4]

**b.** Detailed summaries of each t-group session (the one outside of class). (Look to Chapter 14, in Yalom, *The Therapist: Specialized Formats and Procedural Aids*). Also, include an observation of your group leader’s use of the *Group Leadership Skills* listed in Chapter 2 in Corey, and take note of the group leader’s leadership style. This exercise is intended to assist new therapist in defining group process and content as well as looking to the leader as a model for group therapeutic skills. Ten of these summaries will be required. The summaries are to be written 24 hours after the group sessions and handed in at, or emailed prior to, the next class meeting. (if late please give the number of days late). The expected length is at least two pages long. **These summaries are to be treated as confidential and should not to be shared with anyone outside of the group.** [COMP 1.1.2, 1.2.1, 2.2.1, 2.3.8, 2.4.2, 3.4.1, 4.2.1, 4.2.2, 4.3.3, 4.4.3, 4.4.6, 6.3.4]

4. **Personal Essay**

Process your own group experience. Write an eight- (8) page essay based on both your personal learning and on the group process aspects garnered from participation in your student group for this semester. (Keep copies of your group summaries for help, as the group summaries handed in will not be given back.) Focus on your own personal qualities that might either enhance or detract from your effectiveness as a group leader. Concretely, what did this group experience teach you about being a group member- about group leadership- about how groups function or malfunction- about the stages of a group- about techniques- about ways to deal effectively with conflict- about the value of support and confrontation- about ways of building a trusting community? Discuss the characteristics that applied to your group and show how your group did or did not fit the characteristics described in the readings, especially in Corey, Chapters 4 and 5. Also, look at Yalom’s “Recognition of Process” and apply some of
the observations of process in your group. Compare your leader’s remarks about process with Yalom’s observations concerning process. [COMP 1.1.2, 1.1.4, 1.2.1, 2.2.1, 2.3.8, 2.4.2, 4.1.1, 4.2.1, 4.2.2, 4.3.3, 4.4.1, 4.4.6, 6.3.4]

♦ Grades will be determined as follows: Take home Quizzes (25%), t-group summaries and journal (25%) personal essay (25%). In class group leadership/attendance/participation, including leading or co-leading at least one in class group session (25%).

♦ Grades will be on the RTS catalog scale.

♦ Policies: In order for students to make up an in-class exercise or assignment, they must notify the instructor before class of their absence, or produce a legitimate and verifiable written excuse for their absence. Moreover, the instructor reserves the right to deduct a decisive number of points per day (Monday – Friday) that student assignments are turned in late or give no credit for late assignments.

♦ The following format will be followed:
1 – 2:00 Review take-home Quiz, Lecture and/or film
2 – 2:10 Break
2:10 – 3:00 Group session
3:00 – 3:10 Break
3:10 – 4:00 Debrief group experience, application
### Reading Schedule and Class Assignments:

<table>
<thead>
<tr>
<th>Class Date</th>
<th>Due</th>
<th>Corey</th>
<th>Yalom</th>
</tr>
</thead>
<tbody>
<tr>
<td>1  1/30</td>
<td>Nada. Introduction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2  2/6</td>
<td>First Practice Group (g.s.*) 1,2</td>
<td>1,2</td>
<td>Intro.&amp;1</td>
</tr>
<tr>
<td>3  2/13</td>
<td>g.s. and quiz</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>4  2/20</td>
<td>g.s. and quiz</td>
<td>4,5</td>
<td>3</td>
</tr>
</tbody>
</table>

** Journal 1 emailed by Midnight on 2/24/11**

| 5  2/27    | g.s. and quiz, Journal 1   | 6,7   | 4     |
| 6  3/5     | g.s. and quiz              | 8,9   | 5     |
| 7  3/12    | NO CLASS **Spring Break**  |       |       |
| 8  3/26    | g.s. and quiz              | 12,13 | 7     |
| 9  4/2     | g.s. and quiz              | 14,15 | 8,9   |
| 10 4/9     | g.s. and quiz              | 16,17 | 13    |
| 11 4/16    | g.s. and quiz              | 18    | 14    |
| 12 4/23    | g.s. and quiz              | ------ | 17    |

** Journal 2 emailed by Midnight on 4/27/11**

**Personal Essay Emailed by Midnight on Sunday, May 6<sup>th</sup>**

* g.s.: group summary

### Ethics and Confidentiality:

In this course you are entering an experience that involves a fair amount of role-playing and practice interviewing. Others in the class will no doubt share things that are personal and confidential. It is your responsibility to maintain confidentiality, just as you would maintain with clients.

* The relationship between the content of this course and MFTC program student learning objectives is explained in the document, 'The Relationship between the Content of RTS MFTC Courses and MFTC Program Student Learning Objectives', distributed in 1PSY502 and available upon request from the Department office.
## Course Objectives Related to MAMFTC Student Learning Outcomes

**Course:** Psy 571 Group Therapy: Theories and Practice  
**Professor:** Eric Welsh, PhD  
**Campus:** Jackson  
**Date:** January 22, 2012  

<table>
<thead>
<tr>
<th>MAMFTC Student Learning Outcomes</th>
<th>Rubric</th>
<th>Mini-Justification</th>
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</table>
| **Completion of Curriculum Requirements**  
Completion of the required 67 semester hours, 500 hours of client contact (including a minimum of 250 hours with two or more clients present), and 100 hours of MS/AAMFT approved supervision (including a minimum of 50 hours with two or fewer supervisees present) serves as our baseline for graduate students to become competent marriage and family therapists. | Moderate | 3 hour course, clinical oriented course, mock therapy groups with feedback. |
| **Licensure Requirements**  
Fulfillment of pre-MA licensure requirements for the State of Mississippi as set forth in the Rules and Regulations of the Mississippi Board of Examiners in Social Workers and Marriage and Family Therapists. | Moderate | Required course for completion of the pre-MA license requirements. |
| **Theoretical/Philosophical Concepts**  
Understand the theoretical and philosophical concepts underlying marriage and family therapy | Moderate | Will review and apply a wide variety of theories in the group context. |
| **Individual Development/Family Relations**  
Gain an understanding of individual development and family relations | Strong | This course facilitates introspective activity, as one develops and runs their own group and gets feedback from professor and classmates. |
| **Clinical Knowledge**  
Achieve the ability to understand and to apply clinical knowledge effectively | Strong | This is a clinical oriented course; understanding and applying these theories is essential. |
| **Professional Identity & Ethics/Ethical Conduct**  
Form a professional identity and awareness of ethics and ethical conduct | Strong | As a clinical oriented course the students will naturally be conscious of ethical and professional issues, as well as receive didactic teaching on the subject. |
| **Integration**  
Integrate research and clinical skills and knowledge | Strong | Working through how to apply the theories in practice is fundamental to the course, as well as using current research to guide ones formation of a their own group. |
| **Contemporary Culture**  
Develop an understanding of diversity issues in contemporary culture (e.g. gender, age, socioeconomic status, culture, race, ethnicity, sexual orientation, religion, basic philosophical worldviews) | Moderate | Will explore the importance of contextualizing ones approach to treatment based on the population |
one is treating, and the culture in which it takes place. Understanding one’s own identity development is an essential part of this process and of this course.

<table>
<thead>
<tr>
<th>Biblical Worldview</th>
<th>Moderate</th>
<th>Seeing all of the research, theories and clinical application through the lens of special revelation will be a central component of this course, and part of our classroom discourse.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop an understanding of a biblical worldview and skills to bring to bear in relation to the field of marriage and family therapy</td>
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